

Although I do not altogether agree with Mr. Staley, I believe that he has discussed the whole field in a logical manner and has made a valuable contribution to Physical [Sports] Education.

J.G. Lang, B.P.E.
Supervisor of Physical Education,
Protestant Board of School Commissioners,
Montreal.

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SOCIAL GAMES FOR RECREATION

Mason and Mitchell [A.S. Barnes and CO., New York 1935 \$2.50

This is, I believe, one of the outstanding books of the year, in the field of recreation and also in the realm of books on teaching activities. It is a most complete compilation of games, stunts, tricks, skills, etc, suitable for use in all types of programmes which have the element of recreation. You will find here not only games from smaller and earlier publications, but also odd ideas which you picked up at some special party and made note of. You wonder how the authors happened to know that one, too.

A chapter on social dancing aids enables the leader of this activity to expand his programme with interesting games and novelties. Nature, scouting, woodcraft and signalling games will be found. A section on play activities to be used by the teachers of other school subjects is of value. The teacher and recreation leader will find an inexhaustible fund of material in this book. An excellent bibliography is included.

Florence A. Somers M.A.
Principal,
Margaret Eaton School
Toronto, Ontario.

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TAP DANCES FOR SCHOOL AND RECREATION

A.S. Duggan [A.S. Barnes and Co., New York, 1935] \$2.50

In this second book of tap dances Miss Duggan has given us a collection of routines which are extremely varied in character, including waltz routines, rhythm bucks, soft shoe and eccentric dances graded in order of difficulty and set to melodies, original or well-known, which are attractive and appealing.

The characteristics of the buck, the soft shoe routine, etc. are clearly laid out in the "Explanation of Terms" with special notes on the use of popular music for these and careful instructions on the counting, which ensures correct interpretation of directions.

Extremely helpful hints are given under the heading "Suggestion for Teaching Tap Dancing", especially valuable when classes have difficulty in the mastery of fundamentals.

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This article is culled from the March issue of the "Y.W.C.A. Notes", the organ of the National Council, Y.W.C.A.

IDEALS FOR GIRLS' ATHLETICS

By Miss Florence A. Somers, M.A.

Some standards to guide us in the conduct of girls' games and sports! Do you believe they are worthwhile? Listen to a few of them.

Health Safeguards

A medical examination should be given to every girl before she enters competitive athletics--a checking over by a physician who is sympathetic with the activity and is also keenly aware of the best interests of the girl. He will have her future welfare in mind as well as her present condition. He will not care whether the team she plays on wins or loses their games. His recommendation should be followed conscientiously. Precaution should be taken also against over-fatigue. The length of rest and activity periods, the schedules for games, rules for participating in games, should be carefully adapted to fit the physical needs of the individuals participating.

Women Leaders for Girls' Games and Athletics

Girls' Athletics will never be conducted in sympathy with girls' health and girls' interests until there are enough trained women leaders in the country to do the work. Why are so many men coaching girls' teams, managing and coaching girl swimmers, girl track and field athletes, et cetera? Are they doing it because they realize there are not enough women leaders to take care of all the girls? Would they not be willing to hand over the leadership to women who presented themselves and proved why they were better qualified to have charge of girls? Women need confidence and initiative to go into a situation and take charge of it. They must believe in athletics for girls, and in more athletics for more girls, rather than in the training of a limited number. Nine times out of ten, a man is interested in skill rather than in the girl. He sees athletic ability; he wants to train it and perfect it; he wants to win championships with it. The girl is merely the means to the end, for him. Women, with more of the personal, human viewpoint, must show men that girls cannot be used in this way, that it is a kind of exploitation which may do the girl considerable harm. Some people are misled in their judgments in this matter by the fact that many girls appear to want to follow the lead of men. They do! They love activity and play; they want to appear strong and healthy and not "sissy", they want approval by the opposite sex. The woman who would lead girls away from this influence must be vastly understanding and sympathetic with the girl. She must have played games herself before she can fully understand a girl playing games, and she must be eager to learn how to coach and officiate with ability and skill. She will be interested in providing time and facilities for a great many girls, the majority of girls in a given situation, such as school, Y.W.C.A.'s, clubs. She will find that the majority of girls are not very skilful or strong, that they are not keenly interested in practising hard for strenuous competition, that many of them already prefer the individual or the partner type of game rather than the team.

Girls' athletic games should be adapted to the abilities, the needs, and the interests of girls and women. It is true that men leaders do not understand the physical limitations of girls, and they are not the proper confidants for girls' problems of health and periodicity. More than this, they do not understand the reason for or the spirit behind changes in rules and regulations of games for girls. There are several team games and athletic events which many men and women believe are not physiologically or psychologically suited to the girl and woman. Basketball, lacrosse, soccer, volleyball and others have been studied, some of them for many years, by women qualified to do so and have been changed to meet the specific needs of girls. Several track and field events have been discarded entirely and others are not recommended for girls. The play element of swimming is being promoted rather than swimming for speed or endurance.

Better Publicity for Girls' Athletics.

A type of publicity is needed which recognizes the natural limitations of girls in athletics, which stresses the playing rather than the beautiful girl in the abbreviated costume, and which, when possible, pictures the group rather than the individual. Many of us would like to eliminate the slangy language of sport writers where girls are concerned.

No Gate Receipts nor Monetary Rewards.

As soon as gate receipts are employed for the purpose of financing athletics, many new problems enter. The game must be a good "show"; our team must win; we'll get a big crowd to cheer for the team and also make more money. The big crowd fills the hall to overflowing, the air is bad, the dust rises. All of these conditions render the game dangerous to the girl playing. She strives hard to satisfy the crowd and to win, and in so doing she may push herself past the point of fatigue, or she may play when not in condition to do so. A scheduled game cannot be postponed because members of the team are incapacitated by a natural function. The answer to this is that regular, scheduled league games are more hazardous to the girl than invitational, impromptu, social games.

Awards Should be Symbolic and Not of Monetary Value.

In many places awards and prizes are being done away with, and the joy of playing becomes the only incentive for the player.

Surely ideals or standards similar to these enumerated which have such wide implications, are worth our consideration. Standards measure success in athletics, not in terms of scores, not in terms of a pleased audience, not by winning teams or broken athletic records or championship victories, but in terms of the welfare of the girl who is taking part in them.



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